

CTS Assessment Glossary Of Terms

Term	Definition	Source
Assessment	The process of collecting information on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning."	Alberta Assessment Consortium, Assessment Glossary 2008 http://www.aac.ab.ca/glossary_en.html
Assessment for Learning	Also known as Formative Assessment — Assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes	Alberta Assessment Consortium, Assessment Glossary 2008 http://www.aac.ab.ca/glossary_en.html
Assessment of Learning	Also known as Summative Assessment — Assessment experiences designed to collect information about learning to make judgments about student performance and achievement at the end of a period of instruction to be shared with those outside classrooms refers to performance data compiled as a grade	Alberta Assessment Consortium, Assessment Glossary 2008 http://www.aac.ab.ca/glossary_en.html
Authentic Assessment	<p>A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills</p> <p>The defining attributes of authentic assessment vs. traditional are:</p> <p>Traditional.....Authentic</p> <p>Selecting a ResponsePerforming a task. ContrivedReal-life Recall/RecognitionConstruction/Application Teacher-structuredStudent-structured Indirect Evidence.....Direct Evidence</p>	Jon Mueller. Professor of Psychology, <u>North Central College</u> , Naperville, IL http://jonathan.mueller.faculty.nccn.edu/toolbox/whatisit.htm
Constructivism	<p>Constructivism is an approach to teaching based on research about how people learn that indicates each individual constructs knowledge rather than receiving it from others.</p> <p>Constructive teaching is based on the belief that students learn best when they gain knowledge through exploration and active learning. Hands-on materials are used instead of textbooks, and students are encouraged to think and explain their reasoning instead of memorizing and reciting facts. Education is</p>	<i>The Language of Learning: A Guide to Education Terms</i> , by J. L. McBrien and R. S. Brandt, 1997, Alexandria, VA: Association for Supervision and Curriculum Development.

	centered on themes and concepts and the connections between them, rather than isolated information.	
Criteria	What students need to do to show they have achieved the learner outcomes e.g., compare and contrast, explain, analyze	Alberta Assessment Consortium, Assessment Glossary 2008 http://www.aac.ab.ca/glossary_en.html
Learner Outcomes	What we expect students to learn; the provincially mandated knowledge, skills and attitudes we expect students to demonstrate as a result of schooling	Alberta Assessment Consortium, Assessment Glossary 2008 http://www.aac.ab.ca/glossary_en.html
Performance Assessment Task	<p>An assessment activity that requires students to construct a response, create a product or demonstrate a skill they have acquired. Rubrics, based on the selected criteria, are given to students to ensure that they know what they need to do to meet or exceed the learner outcomes. In the CTS context these tasks are engaging student in multi-dimensional, and cross-curricular tasks.</p> <p>Well-constructed performance assessments:</p> <ul style="list-style-type: none"> • are the most authentic types of assessment since they replicate out of school experiences, encourage self-evaluation and demonstrate what students know and can do; ▪ put students in a role (e.g. scientist, newspaper editor) and provide an audience for their task ▪ provide degrees of proficiency based on criteria and make public the criteria. 	Alberta Assessment Consortium, Assessment Glossary 2008 http://www.aac.ab.ca/glossary_en.html
Proficiency Assessment Task	An assessment activity that requires a student to demonstrate a skill or create an artifact to indicate the student is capable of carrying the required and/or necessary task to completion. These tend to be more limited in scope and dimensions than the performance assessment tasks. The intent is that through building up a number of basic and pre-requisite proficiencies the student will be capable of demonstrating completion of more complex multi-dimensional performance assessment tasks.	CTS Assessment Project Committee
Project	An endeavor undertaken to create a unique product, service or result."	A Guide to the Project Management Body of Knowledge (PMBOK Guide), Third Edition, Project Management Institute. ISBN 1-

	A collaborative enterprise, frequently involving research or design, that is carefully <u>planned</u> to achieve a particular aim".	930699-45-X Oxford dictionary
Project Based Learning (PBL)	A systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks. PBL uses <i>performance-based assessments</i> that communicate high expectations, present rigorous challenges, and require a range of skills and knowledge.	Handbook: Introduction to Project Based Learning http://www.bie.org/index.php/site/PBL/pbl handbook introduction/#standards http://www.bie.org/files/BIE_PBLintro.pdf
Rubric	A fixed measurement scale and list of criteria that describe the quality of products or performances used to evaluate a student's performance	Alberta Assessment Consortium, Assessment Glossary 2008 http://www.aac.ab.ca/glossary_en.html
Scaffolding	<p>Scaffolding instruction as a teaching strategy originates from Lev Vygotsky's sociocultural theory and his concept of the <i>zone of proximal development</i> (ZPD). "The zone of proximal development is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance". The scaffolding teaching strategy provides individualized support based on the learner's ZPD</p> <p>In scaffolding instruction a more knowledgeable other provides scaffolds or supports to facilitate the learner's development. The scaffolds facilitate a student's ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone.</p>	<p>Raymond, E. (2000). Cognitive Characteristics. <i>Learners with Mild Disabilities</i> (p 176). Needham Heights, MA: Allyn & Bacon, A Pearson Education Company.</p> <p>Chang, K., Chen, I., & Sung, Y. (2002). The effect of concept mapping to enhance text comprehension and summarization. <i>The Journal of Experimental Education</i> 71(1), 5-23.</p> <p>Olson, J. and Platt, J. (2000). The Instructional Cycle. <i>Teaching Children and Adolescents with Special Needs</i> (pp. 170-197). Upper Saddle River, NJ: Prentice-Hall, Inc.</p>
Student Engagement	Students are engaged when they are involved in their work, persist despite challenges and obstacles, and take visible delight in accomplishing their work. ^[1] Student engagement also refers to a "student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process promoting higher level thinking for enduring understanding	<p>Schlecty, P. (1994). "Increasing Student Engagement." Missouri Leadership Academy. p. 5.</p> <p>Bomia, L., Beluzo, L., Demeester, D., Elander, K., Johnson, M., & Sheldon, B. (1997). "The impact of teaching strategies on intrinsic motivation." Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. p. 294.</p>



... everyday assessment tools for
teachers

achievement level	a student's demonstration of knowledge, skills and attitudes relative to grade level learner outcomes
assessment	process of collecting information on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning
assessment for learning	assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes (also called diagnostic and formative assessment; refers to information not used for grading purposes)
assessment of learning	assessment experiences designed to collect information about learning to make judgments about student performance and achievement at the end of a period of instruction to be shared with those outside classrooms (also called summative assessment; refers to performance data compiled as a grade)
criteria	what students need to do to show they have achieved the learner outcomes (e.g. compare and contrast, explain, analyze)
descriptive feedback	part of an ongoing, specific and constructive conversation about learning that relates directly to the learner outcomes
evaluation	making decisions about the quality, value or worth of a response for the purpose of providing descriptive feedback (formative) and marks (summative)
learner outcomes	what we expect students to learn ; the provincially mandated knowledge, skills and attitudes we expect students to demonstrate as a result of schooling
mark	a letter, number or comment as a statement of student performance
peer-coaching	one student considering the quality of another's work and providing feedback by applying criteria to help improve performance ; requires a non-threatening and supportive relationship between the peers (also referred to in the literature as peer-assessment, peer-evaluation, peer-tutoring, or peer-editing)
performance level	how well a student demonstrates grade level learner outcomes
performance assessment	a meaningful, real-life task that enables students to demonstrate what they know and can do in situations like those they will encounter outside the classroom as well as in situations that simulate how people do their work
rubric	a fixed measurement scale and list of criteria that describe the quality of products or performances used to evaluate a student's performance
self-reflection	considering the quality of one's own work by applying criteria ; requires that a student feels safe enough to be honest in making objective observations about the work (also referred to in the literature as self-assessment or self-evaluation)